DOCUMENT RESUME

ED 357 726 HE 026 481

AUTHOR	Johnstone, D. Bruce
TITLE	SUNY 2000. A More Significant Player: A Report on the SUNY 2000 Agenda of Meeting State Needs.
INSTITUTION	State Univ. of New York, Albany. Office of the Chancellor.
PUB DATE	Mar 93
NOTE	32p.; For related documents, see HE 026 478-481.
PUB TYPE	Reports - Evaluative/Feasibility (142)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	College Planning; *Conservation (Environment); *Economic Development; Futures (of Society); Health Needs; Higher Education; Institutional Role; Long Range Planning; *Organizational Objectives; *Primary Health Care; *Public Education; Social Services; State Universities; Statewide Planning
IDENTIFIERS	New York; *State College Relationship; *State University of New York

ABSTRACT

This report by the Chancellor of the State University of New York (SUNY) discusses SUNY's "greatest challenge"--that is, the goal of becoming "a more significant player" in meeting New York State's needs in five crucial areas, namely, economic development, environmental conservation, health, public elementary and secondary education, and social services. The context for the effort and the formation of this organizational goal in planning for SUNY in the next century are discussed, and the Chancellor's own priorities, drawn from the reports of the Task Groups working on the five issues are described. These priorities are presented in the form of an eight-point action agenda which calls for: maintaining the Advisory Council on State Needs, requesting a special "state needs" budget, inventorying ongoing state needs projects, establishing a program of SUNY State Service Fellows, recognizing state needs in the granting of tenure and other considerations, planning a multi-agency conference on combining information technology with information needs, requesting assistance on ways SUNY might advance the state's investment in research and teaching in science, and planning ways for SUNY to play a more focused and significant role in addressing social and urban problems. The report offers brief summaries of each of the Task Groups' reports and an appended chart showing the initial dispositions of recommendations from the Task Groups. (JB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED357726

STATE UNIVERSITY OF NEW YORK

A MORE SIGNIFICANT PLAYER:

A Report on the SUNY 2000 Agenda of Meeting State Needs

D. Bruce Johnstone
Chancellor

March, 1993

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

SUNY, Albany

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC).

HE 024 481

D. Bruce Johnstone is Chancellor
of State University of New York

CONTENTS

1	Meeting State Needs
3	Refining the State Needs Agenda: The Advisory Council and The Task Groups
6	Implementing The State Needs Agenda: General Recommendations
9	State Needs in Economic Development
12	State Needs in Environmental Conservation
14	State Needs in Health
17	State Needs in Public Elementary and Secondary Education
19	State Needs in Social Services
21	Summary: A Response to the Recommendations of the State Needs Task Groups

MEETING STATE NEEDS

In September 1991, the State University of New York Board of Trustees and I issued *SUNY 2000: A Vision for the New Century*. Of the five overarching goals of this vision, the greatest challenge — that is, the goal toward which the State University had the farthest to travel — was the goal of becoming "a more significant player" in meeting state needs, particularly in the five key areas of economic development, environmental conservation, health care, public education, and social services.

The imperative for public higher education to play a key role in meeting a wide range of state needs is both obvious and compelling.

The imperative for public higher education to play a key role in meeting a wide range of state needs is both obvious and compelling. Both the understanding of, and the solutions to, the great problems of our society — e.g., a sluggish economy, a deteriorating environment, the uneven quality of public schools, the crisis in health care, and the social pathologies of our inner cities — need the research and training that only universities can provide, even when other agencies, appropriately, have the primary responsibilities.

But New York State, the last state to form a true state university, has had a history of ambivalence toward public higher education, particularly the public research university. As other states throughout the 19th and early 20th centuries built their public universities, New York continued to rely on its array of well-established private colleges and universities. When the United States Congress in the late 19th century made Land Grant Act funds available to states to build public universities specifically featuring research and education in agriculture, engineering, and other applied fields, New York gave its proceeds and the permanent "land-grant university" designation to a brand new private university being founded by a wealthy businessman and New York State Senator, Ezra Cornell. And when other states in this century turned to their public universities for needed research in, e.g., mental health or epidemiology or environmental conservation, the agencies of New York State, until very recently, turned either to private universities or built up their own research capacities within the agencies themselves.

In spite of this history, SUNY has been deeply committed to serving its state and its local communities, and each campus has a myriad of programs, services, and "windows" engaging its faculty and students in the local schools,

community agencies, and small businesses. During the last decade and a half, though, when SUNY's capacity to serve was truly coming of age, the state began a massive withdrawal of state tax revenues: $143 million this year alone from the state-operated campuses. From the mid-'70s to the present, the university absorbed more than $450 million in cuts — a loss of some 18 percent of its positions — and the community colleges lost nearly all of the funding once earmarked for local job training or community service.

When SUNY's capacity to serve was truly coming of age, the state began a massive withdrawal of state tax revenues.

Thus, although the State University of New York entered the last decade of the twentieth century as the largest comprehensive university system in the nation, with superb undergraduate education, excellent and rapidly improving graduate programs, and deepening connections of service into every county in the state, SUNY was still not playing the role that it could play — or more important, that the state needed it to play — in the meeting of state needs. In recognition of this gap, *SUNY 2000* declared as one of its major goals that:

> SUNY must take the lead within higher education in New York State in addressing the public aspirations and needs of the citizens of the state and improving the quality of life for all New Yorkers through its contributions to work force development, strengthening public education, health care, economic development, social welfare, environmental conservation, culture and the arts. (*SUNY 2000*, p. 53.)

SUNY 2000 went on to pledge that the State University of New York would:

- "seek to strengthen its connections to the state agencies engaged in collaborative public service delivery in areas where the university has technical or scientific expertise;
- support focused scientific and policy research initiatives on the most pressing concerns of state and local government in such areas as public education, health care, economic development, social services, environmental conservation, and the operation of government itself;
- design and offer programs to recruit and graduate students in areas of critical need, as identified by state agencies, professional associations, organized labor, and the business and industrial sectors of the state; and
- [respond through its network of] community and technical colleges ... to industry-specific needs for technical and vocational training."

REFINING THE STATE NEEDS AGENDA: THE ADVISORY COUNCIL AND THE TASK GROUPS

Early in 1992, as part of *SUNY 2000 Phase II*, I created an Advisory Council on State Needs, drawing on New York State agency commissioners (from the departments of Health, Mental Health, Mental Retardation and Developmental Disabilities, Economic Development, Education, Social Services, and Environmental Conservation), the Executive Chamber, and representatives of the University Faculty Senate, the Faculty Council of Community Colleges, SUNY campus presidents, and Cornell University.

The principal charge to the Advisory Council was to assist in the formation of, and charges to, State Needs Task Groups for each of the key state needs identified in *SUNY 2000*:

- *Economic Development:* Task Group Chair William R. Greiner, President of the University at Buffalo;
- *Environmental Conservation:* Task Group Chair Ross S. Whaley, President of the State University College of Environmental Science and Forestry;
- *Health Care:* Task Group Chair Jordan Cohen, Dean of the School of Medicine at SUNY Stony Brook;
- *Public Education:* Task Group Chair L. Eudora Pettigrew, President of the SUNY College at Old Westbury; and
- *Social Services:* Task Group Chair Richard Nathan, Provost of Rockefeller College at the University at Albany and Director of The Rockefeller Institute of Government.

The State Needs Task Groups met and worked throughout the spring and summer of 1992, presenting preliminary reports that were discussed by the Advisory Council during the fall of 1992 and by the SUNY presidents in their fall 1992 Administrators' Retreat. Final versions of the Task Group reports, including summary reports from the SUNY presidents' discussions at the Administrators' Retreat, were published in October 1992 in a comprehensive volume entitled *Meeting State Needs: Reports of the SUNY 2000 Task Groups*. The reports have since been shared broadly with the campuses, constituency groups, state agencies, and legislators and legislative offices.

A very special thanks goes to the commissioners and their deputies who participated directly and enthusiastically in this new partnership: Commissioner Vincent Tese, Deputy Commissioner Dennis Allee, and New York State Science and Technology Foundation Executive Director Graham Jones from the Department of Economic Development; Commissioner Thomas Jorling and Deputy Commissioner Robert Bendick from the Department of Environmental Conservation; Commissioner Mark Chassin, Executive Deputy Commissioner Lorna McBarnette, and Executive Deputy Director of Health Systems Management Brian Hendricks from the Department of Health; Commissioner Richard Surles and Director of the Bureau of Psychiatric Services William Tucker from the Department of Mental Health; Commissioner Elin Howe and Assistant Commissioner Carolyn Harris from the Department of Mental Retardation and Developmental Disabilities; Commissioner Thomas Sobol and Assistant Commissioner Samuel Corsi from the Department of Education; and Commissioner Mary Jo Bane, Deputy Commissioner Oscar Best, and Director of the Bureau of Employment Reinaldo Cardona from the Department of Social Services. Special recognition is also due those key members of the Governor's Executive Chamber who served on the Advisory Council, lent support to the effort, and conveyed to Governor Mario M. Cuomo the significance and seriousness of this State University mission: Director of Policy Management Mary Ann Crotty, Special Assistant to the Governor for Education Cornelius Foley, Director of Health, Education and Human Services Michael Dowling, and Director of Policy and Research Ian Toll in the office of the Lieutenant Governor.

The "State Needs" agenda has hit a responsive chord with all concerned and will continue to be a priority.

The "State Needs" agenda has hit a responsive chord with all concerned and will continue to be a priority for my chancellorship. It seems to have become widely accepted throughout the system and among the agencies, and it is tempting to think that the role of the State University has been permanently enhanced as "a more significant player" in the meeting of a wide range of state needs. Unfortunately, however, there is reason to believe that SUNY's place is not yet secure, and that attention and resources will continue to have to be added "from the top" — by the chancellor, the trustees, the SUNY presidents, and the state agency commissioners — before the State of New York and its

principal public university begin to enjoy the fruitful symbiotic relationship characteristic of this nation's older and more established state universities.

The fragility of SUNY's role in meeting state needs stems not from any failure of the SUNY faculty and chairs and deans and presidents to embrace the university's obligation, nor from a failure of the commissioners and other state policy makers to appreciate their need for SUNY or what SUNY can do for them. But public resources have been and will continue to be excruciatingly tight in New York State, and it is in the nature of all organizations, as it is of all organisms, first to pour their energies and resources into survival and into the agenda for which they have always been committed. New ventures, new partnerships, and a new way of looking at the State University may all be utterly critical for the state's long-run health. But "new ways" can seem like luxuries, or like very good ideas "for next year," to a campus or an agency that is laying off staff, cutting services, trying to maintain morale, and meeting their familiar and historic needs first. Thus the "State Needs" agenda must be kept alive, at least in part, by a strong affirmation of its worth and a specific action agenda from the chancellor and the trustees.

New ventures, new partnerships, and a new way of looking at State University may all be utterly critical for the state's long-run health. But "new ways" can seem like luxuries.

IMPLEMENTING THE STATE NEEDS AGENDA: GENERAL RECOMMENDATIONS

The final Task Group reports, with comments from the SUNY presidents, stand by themselves as rich sources of broad principles, stimulating goals, and specific action agenda directed to me and my SUNY Central Administration colleagues and to the SUNY Trustees, but even more importantly to the campus presidents and faculty and to the New York State agency commissioners and their key staff. I do not wish to summarize or otherwise dilute the observations and recommendations of the Task Groups. Some are already policy and practice throughout the State University. Some I can accept in principle, but cannot implement at this time for lack of resources or simply of time. Many of the recommendations, as is appropriate to a university *system*, are addressed to the campuses: a few of these I can urge or otherwise try to make happen; others I am content to lay before the campuses and await their expressions of interest. Some key recommendations are addressed to me as chancellor, and I will accept and implement them. A few are, in my judgment and after considerable thought, not ready for implementation or are contrary to other goals and priorities. The Appendix to this paper summarizes the current status, as of early 1993, of all of the recommendations of all of the Task Groups.

But I want at this time to isolate a few of my own conclusions and priority actions drawn from the reports of the Task Groups. These do not necessarily represent the most important messages or recommendations from the Task Groups. And they certainly do not signal a dismissal of all that remains in the reports, which should continue to stimulate and guide not only me and my Central Administration colleagues, but the campus presidents, deans of schools, faculty, commissioners, agency officials, community groups, legislators, policy makers, and citizens interested in the intersection of public higher education and the needs of New York State in the 1990s. From the State Needs Task Groups and the Advisory Council, then, as well as from the ensuing discussions and affirmations of support from the presidents and the faculty, comes the following agenda of actions, addressed to the broad goal of SUNY becoming a more significant player in the meeting of a broad range of New York State Needs:

10

The following agenda of actions addresses the broad goal of SUNY becoming a more significant player in meeting a broad range of NYS needs.

1. The Advisory Council on State Needs will be continued as a body linking the State University to various agencies and organizations and individuals charged with addressing priority state needs.

2. A special "State Needs" budget request will be submitted to the Governor, with endorsements from the relevant commissioners, to seek resources for certain projects that should be of high priority to the state, but do not fit easily within any single agency budget request.

3. The State University will devise a way to inventory ongoing projects as well as campus and individual faculty capabilities for meeting state needs in the target areas. (Pending advice to the contrary from the Advisory Council, we will keep for now the five special target areas of economic development, environmental conservation, health, public education, and social services.)

4. The State University will begin a program of SUNY State Service Fellows to bring administrators from target agencies into either the SUNY Central Administration or onto a campus for periods of five months to two years. (The first is in place this year: Dr. Kevin Reilly from the State Education Department serving as a Senior Fellow in University/School Relations.) We would hope soon to make this a two-way program and find high-level temporary placements in certain agencies for SUNY administrators and faculty.

5. The provost and I will communicate to all presidents and campus officers, and bring to the trustees a supporting resolution, to the effect of more explicitly recognizing state service, especially in the target "needs" areas, in considerations for faculty promotion, discretionary salary increases, and the granting of continuing appointment, or tenure.

6. Much of the contribution of the university to the meeting of state needs will call upon the systematic collection, storage, and processing of large amounts of economic, demographic, and geographic data, much of which will be common to the needs of, e.g., health, social services, public education, and economic development, and all of which can be gathered and used in ways never before imagined through new telecommunication technologies and information networks. In response to this need, I will ask the Provost and the Vice Chancellor for Educational Technology to plan a multi-agency conference for the fall of 1993 on ways in which the resources of the university, the needs of the agencies, and the promise of new technologies can be combined — as, for example, in the creation of a Geographic Information System (GIS) data base.

7. I will ask all of SUNY's campus presidents and senior system officers as well as the presidents of the two systemwide faculty organizations (the University Faculty Senate and the Faculty Council of Community Colleges) to elevate their attention to the importance of science and

technology to New York State and to bring to my attention ways that SUNY might advance the state's investment in both research and teaching in science.

8. Underlying so many state needs is the tragic and worsening interconnection of poverty, urban blight, racism, unemployment, and violence. Whether the agenda is reform of the public schools, improvement of health care, jobs in the inner city, or the lack of skills of young adults, a significant part of the solutions will involve New York State's public universities. Building on our Educational Opportunity Centers, the Bridge programs, our partnerships with local public schools, our health science center community programs, and the minority outreach of our Small Business Development programs, I will ask the campuses — especially the ones serving our major urban areas — to plan, with me and my Central Administration staff and with community and legislative minority leadership, ways for the State University to play a more focused and significant role in addressing these aforementioned problems.

Underlying so many state needs is the tragic and worsening interconnection of poverty, urban blight, racism, unemployment, and violence.

The Task Group on Economic Development began its report with the reminder that "higher education has become the key to the state's future prosperity." It went on to state:

> "...SUNY (along with CUNY) is the state's foremost academic institution that responds to economic needs as a matter of formal responsibility and public trust. The challenge to SUNY at the turn of the century is to more strategically select and develop its traditional educational functions for the sake of the state's economic development."

Recognizing that "SUNY exerts its most profound effect on the state's economic development through education, research, and training," the main recommendation of the Task Group, both simple and profound, was to pursue vigorously all of the other goals of *SUNY 2000* — for quality education, research, and access. This most powerful observation is that the economy of the state will be well-served by the university when the university does well what it is mainly designed to do.

From the 15 initiatives and many more specific recommendations of the Task Group, all of which I commend to the attention of the campuses, I would like first to concentrate systemwide on four themes. The first is *the development of a more productive and competitive work force for New York State business and industry.* To further this theme:

1. I will appoint a task force to work with the State Education Department, the Lieutenant Governor (and the *Career Pathways* Initiative), our associate degree colleges, and other state agencies to see what role SUNY can play in any emerging plan(s) for enhanced apprenticeship programs, either national or New York State.

2. A *Work Force Institute* will be established to serve as a clearinghouse for training activities, as a resource for curriculum development, and as a library for the growing literature pertaining to the "high performance work organization." Funds for the Institute were requested in the 1993-1994 SUNY budget, but were not included in the Governor's request to the Legislature. The importance of this Institute to the connection between SUNY and the state's economy is such that we will commit a professional staff person and operating funds, to be matched by the Department of Economic Development and private industry, to

establish the Institute in the expectation that dedicated funds will be forthcoming in a future state budget.

The second theme is *the application of technology, new management techniques, and training to enhance productivity and new product development in New York State's manufacturing industries.* There are many such efforts already under way, many of them supported by the Department of Economic Development, including, e.g., the Western New York Technology Development Center, the Center for Industrial Effectiveness at Buffalo, the Center for Corporate Competitiveness at Binghamton, the newly-created Center for Advanced Manufacturing Technologies Initiatives at Stony Brook, the long-standing Empire State Paper Research Institute at the College of Environmental Science and Forestry.

We will work to forge new partnerships with key New York State industries with the goal of translating technology into economic growth.

Since many New York companies have a comparative advantage in technology, SUNY, both centrally and through the campuses, will work to forge new partnerships with key New York industries and with other state entities such as the Northeast Manufacturing Technology Education Center (NEMTEC) and the regional Technology Development Centers. Our goal will be the translation of technology into economic growth and jobs through such projects as, e.g., the introduction of product development courses into engineering curricula, joint exploration of dual use technologies, particularly in the defense industry, and expanded collaborative development of generic technologies.

A third theme is *strengthening New York State's international exports.* SUNY is already a significant player in assisting New York State businesses seeking to enter, or to expand, international markets. SUNY has recently been recognized for excellence by Governor Cuomo's Global New York for a program in which selected business students represent New York companies in emerging markets in Asia, Latin America, and Europe. The success of this program on five SUNY campuses suggests the opportunity for even greater collaboration among SUNY campuses in the area of international trade.

A final theme is *strengthening New York State's small business sector.* Most new jobs and most of the increase in local economic activity is the result of new small businesses, even though these enterprises are frequently unstable. SUNY

has a strong record of direct assistance to small businesses through 17 Small Business Development Centers (SBDCs), two Technical Assistance Centers, and several locally-supported centers for small business assistance. Despite the centrality of small business to economic growth, state matching funds for the SBDC have been cut from $1.2 million in 1989-1990 to its current level of $350,000. The reduction in matching funds has resulted in a corresponding loss of otherwise available federal funds. We will continue to urge the Governor and the Legislature to restore state funding to the SBDC program in order to ensure that New York receives maximal benefit of the proven effectiveness of SBDC services. (Efforts have already been successful in achieving a $350,000 restoration of SBDC funds in the Executive Budget through the "30-day" amendments.)

The Task Group report also pointed toward the role that SUNY can play as an honest "scientific broker."

The Task Group on Meeting State Needs in Environmental Conservation first identified the attributes that made SUNY such a potentially significant player in this arena. These include its presence throughout the state geographically; the appropriateness of SUNY's tripartite mission of teaching, research, and services to the state's environmental agenda; and the many centers, institutes, and consortia along with supporting libraries, laboratories, and field stations already engaged in environmental education and research. The report also pointed toward the role that SUNY can play as an honest "scientific broker" in an arena of public debate that is frequently both enlivened and distorted by politics and powerful ideologies. The Task Group suggested that "SUNY, whose purpose is the discovery and dissemination of knowledge, can play a major role, not only as developer and purveyor of information, but also as a forum where reasoned consensus can be pursued."

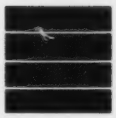
Several of the specific recommendations of the Task Group on Environmental Conservation have been covered by the proposed actions, presented above, on behalf of the "State Needs" agenda generally: e.g., SUNY-State Agency Fellows, an inventory of SUNY programs and faculty already significantly engaged in these major arenas of state needs, the enhancement of the value of contributing to the State Needs agenda in faculty promotions and the awarding of continuing appointment, and the creation of key data bases such as Geographic Information Systems. Other Task Force recommendations that I intend to implement, or encourage to be implemented, include the following:

1. I will, as recommended, appoint a SUNY Environmental Coordinating Core Group, comprised of the directors or representatives of centers and institutes dealing with environmental issues, the president of the College of Environmental Science and Forestry, and key persons from selected campuses.

2. I will ask this Core Group, working with the Department of Environmental Conservation, to devise a proposal, to be referred to the Governor and Legislature, for an environmental policy research service to bring academic expertise and scientific objectivity to bear in the resolution of environmental disputes in which the public interest has a clear stake.

3. I will ask this Core Group to bring together academic leadership from the public and private sectors to discuss ways in which this state's academic resources (extending well beyond SUNY) can better serve the public interest in the cause of environmental conservation.

4. I will ask the Provost and the Vice Chancellor for Educational Technology to engage SUNY faculty and staff in the development of a college-level course in environmental science that might be delivered to high school juniors and seniors through distance learning or self-paced, computer assisted instructional modules.



The Task Group on Health Care was charged to examine the role SUNY might play in meeting State Health Care Needs most broadly defined, e.g.:

- including mental health and mental retardation/developmental disabilities, as well as the health and wellness needs of the general population;
- including education, research, service, and the direct provision of health care through SUNY's hospitals and clinics; and
- including the full range of health care professionals: physicians, dentists, optometrists, nurses, nurse family practitioners, physicians' assistants, qualified mental retardation professionals (QMRPs), physical therapists, and other allied health professionals.

The Task Group was composed of individuals from the SUNY faculty, campus and central academic health administrators, trustees, state health agencies, foundations, and private health care providers. Its composition included physicians, nurses, allied health professionals, and other professionals and educators.

The Task Group identified six pressing health care problems toward which strengthened SUNY efforts might be directed:

The Task Group identified six pressing health care problems toward which strengthened SUNY efforts might be directed.

- the underrepresentation of African-American and Latino health care workers, particularly in the higher paying and more highly skilled professions;
- the imbalance in physician specialty training, with a significant shortage of primary care practitioners and a relative abundance of highly specialized specialists;
- the geographic imbalance of all kinds of health care workers, with significant shortages in rural areas and in the inner cities;
- an imbalance in the degree qualifications of nurses, with an excess of associate degree nurses and a growing shortage of baccalaureate nurses;
- an insufficient number of nurses and other allied health professionals with masters and doctoral degrees; and
- significant shortages in physical therapy, occupational therapy, physician assistants, medical technology, and imaging technology.

In response to these problems, the Task Group recommended 15 goals, 38 objectives, and 95 specific actions. From these recommendations — all worthy of attention by all of the SUNY campuses with programs in health care research or training — the Central Administration staff and I will concentrate for the next year or so on the following:

1. We will rebuild the capacity of the SUNY Central Administration to provide leadership and more effective coordination to SUNY's health care agenda. A search has begun for a Vice Provost for Health Sciences and Hospitals, to be concluded as soon as possible. This senior system officer will lead the implementation of the policies and programs below.

2. We will work with the State Health Commissioner, the presidents of the health science center campuses, and others to formulate a long-range plan for the M.D. and graduate training of physicians in SUNY's four medical schools and affiliated hospitals. The plan will take cognizance of estimates of the need for physicians in New York State by specialty and geographic area of practice.

We will rebuild the capacity of the SUNY Central Administration to provide leadership and more effective coordination to SUNY's health care agenda.

3. Similarly, we will work with the Health Department, campuses, and others to formulate a long-range plan for the growth of training, research, and clinical capabilities in nursing and the allied health fields, with special attention to designated shortage areas such as physical therapy, midwifery, physician assistants, and nurse practitioners, and to the need for expanded masters and doctoral-level education in nursing and allied health professions. We will also implement recommendations from the report of the Nursing Articulation Committee.

4. I will charge the presidents and deans of medicine of the health science centers to develop, with the help of the new Vice Provost for Health Sciences and Hospitals, specific plans, with assessable checkpoints, for increasing the proportion of both M.D.s and graduate residents training to be general practice physicians.

5. Work will continue on a new form or forms of governance, management, and affiliations for SUNY's teaching hospitals at Syracuse, Brooklyn, and Stony Brook. Goals will include greater managerial autonomy and flexibility, equitable reimbursement rates, a capacity for capital investment, and the ability to compete successfully in a likely future environment of competitive managed care.

6. We will expand our capabilities in public health, beginning with the School of Public Health at the Albany Center, but with linkages to the four health science centers and of course with the Department of Health, with special attention to degree tracks in health policy and management and in epidemiology.

7. The new Vice Provost for Health Sciences and Hospitals, together with the Vice Chancellor for Student Affairs and Special Programs and such other officers as may be appropriate, will be asked to generate from each of the campuses with health degree programs a plan for the recruitment, admittance, retention, and graduation of underrepresented minorities.

How can SUNY, through clearer and more rigorous expectations of entering students, have an impact both on school curricula and on student aspiration?

The Task Group on State Needs in public education brought together SUNY campus presidents, faculty, deans of schools of education, and representatives from high schools, BOCES, the New York City Board of Education, CUNY, the State Department of Education, and a national association school-college project. The Task Group was charged to: (1) assess SUNY capabilities and potential in meeting state needs in public education, (2) establish system goals and priorities, and (3) oversee SUNY's participation in the Regents' *New Compact for Learning*.

The Task Group produced valuable recommendations within three themes. First, how can SUNY, through clearer and more rigorous expectations of entering students, have an impact both on school curricula and on student aspiration and behavior to the end that New York State high school graduates will come to SUNY (or to any college) better prepared? Second, how can SUNY build more effective partnerships with schools and also help to better engage parents, businesses, and community agencies? Third, how can SUNY do a more effective job attracting, preparing, and upgrading teachers?

The State University has already begun to implement a number of the Task Group's recommendations. Specifically:

1. SUNY has just issued *College Expectations: The Report of the SUNY Task Force on College Entry-Level Knowledge and Skills*. This report, prepared by a group of faculty and staff drawn from all types of institutions across the system and colleagues from the schools, states forthrightly and in some detail the level of knowledge and skills the university would like incoming freshmen to have in order to enhance their prospects for success in college. The report will be circulated widely throughout the state. I am undertaking discussions with the Board of Regents, Commissioner Sobol, and the State Curriculum and Assessment Council to determine how *College Expectations* can support the goal of *A New Compact for Learning* to raise school standards and reduce the need for remediation. Beginning this year, I will write to all New York State public school eighth graders and their parents to help them understand the kind of high school curriculum that will keep their college options as broad as possible, and to urge the students to pursue such a curriculum.

2. Along with CUNY and the State Education Department, we are seeking funding for a Mathematics Alert Program that will encourage students to take math through the final year of high school. SUNY will also take the lead in developing a high school senior year college preparatory course. Both should help ensure a more productive 12th year and a smoother transition from high school to college. We will publish in the near future a guide to school-college partnerships that we hope will encourage transplantation of successful collaborative programs to more SUNY campuses.

3. As part of a related program of research and program development directed at encouraging a shorter time to the completion of college degrees, we are developing a set of recommendations that will enhance the attainment of college credit for learning prior to high school graduation. This will include policies on traditional AP examination performance, college-level courses taught in the high schools, Tech-Prep integration of high school/community college vocational programs, and early admittance of school-age youth to college courses.

4. We support the recommendation of the Task Force to help develop new assessment systems that emphasize "problem-solving and higher-level thinking." We are planning a conference with the University at Albany that will bring together SUNY and public school personnel to advance the goal of more "authentic" assessments. One goal will be to plan the development of a portfolio system that a student would take from high school to college.

5. We will work with campuses and with the State Education Department to develop programs to facilitate multiple entry points into teacher training, including fast-track, post-baccalaureate "Master of Arts in Teaching-type" programs.

6. I will discuss with SUNY colleagues, the leadership of SED, and the New York State Union of Teachers the priority that ought to be accorded the recommendation for experimental professional development schools. I will also seek further advice on the recommendation for a small grants program dedicated to the improvement of current practice and teaching in K-12. Both of these Task Group recommendations are attractive; what I pledge to assess is the availability of campus expertise and commitment, the resources that would be needed, and the priority that should be accorded these suggestions.

The Task Group on Social Services, composed of administrators and faculty from SUNY together with social service officials from state and local agencies, saw its charge as threefold: (1) to identify existing SUNY initiatives that address New York's social service needs, (2) to review potential new SUNY responses to New York's social needs, and (3) to recommend priority action steps to help meet New York's social service needs.

The Task Group concluded that the strained fiscal condition of the state and the growing social problems of society meant that SUNY and the state's social service agencies must coordinate their efforts in ways that would allow them to do more with less. The report noted that New York State remained a trend setter for social services, with a vast array of programs in place, and that the State University provided an impressive array of educational, research, and service programs in social service fields. The problem was not with the range of services and programs provided by social agencies or by SUNY campuses, but with the lack of coordination, which meant social services were too often provided in isolation, both from other programs of other agencies and levels of government, and also from the most current data and research results.

Three of the recommendations overlap recommendations from other Task Groups and have been endorsed in Part III, *General Recommendations:* (1) the creation of a statewide data base, (2) expansion of a SUNY-State Agency *Fellows Exchange*, and (3) the elevation of faculty contributions toward the state needs agenda in considerations for promotion and tenure.

SUNY and the state's social service agencies must coordinate their efforts in order to do more with less.

Other recommendations of the Social Services Task Group on which I am prepared to move immediately include:

4. We will work with the Department of Social Services to begin what the Task Group called a "linkage institute": an institute (ultimately to be in several locations in New York State) for sharing knowledge and techniques among social service agencies and between agency officials and practitioners and the SUNY faculty. We are prepared to commit funds in 1993-94, to be matched by the Department of Social Services or other outside sources, to create the first such institute at The Rockefeller Institute of Government in Albany.

5. I will ask our Vice Chancellor for Educational Technology, per the Task Group's recommendation, to work with The Rockefeller Institute and the new "linkage institute" to assess the current and potential use of educational technology (e.g., distance learning, teleconferencing, self-paced learning modules) in addressing the communication and training needs of social services professionals and volunteers throughout the state.

SUMMARY: A RESPONSE TO THE RECOMMENDATIONS OF THE STATE NEEDS TASK GROUPS

There is no question but that SUNY is becoming "a more significant player" in meeting a broad range of state needs. Our progress has surely been curbed by the dreadful financial condition of the state in the late 1980s and early 1990s. But the mission of state service for a public university is not an "add-on." It is, rather, fundamental to the American university tradition. And the needs that the university can serve become more, not less, compelling in times of austerity.

Therefore, we must continue the expansion of SUNY's role in the meeting of New York State needs. We must do so with balance, with humility in our acceptance of the limits of what we alone can do to make a better society. But we must also be bold and generous. The power of the modern university — especially one of the size, diversity, quality, and public commitment of the State University of New York — is unmatched by any other institution or agent in our quest for a society more prosperous, more just, and more solicitous of our responsibility to the future.

The mission of state service for a public university is not an "add-on." And the needs that the university can serve become more, not less, compelling in times of austerity.

APPENDIX

Initial Disposition of Recommendations
From The 1992 SUNY 2000 Task Groups
On Meeting State Needs

Recommendations Taken From
Meeting State Needs:
Reports of The SUNY 2000 Task Groups

	I Already SUNY Policy and/or Practice	II Accepted Essentially As Recommended	III Accepted Generically; i.e., Common to All State Needs	IV Accepted With Modifications or Qualifications	V Accepted in Principle But Systemwide Action Deferred Pending Resources or Time to Commit	VI Accepted In Principle But Up To Individual Campuses To Implement	VII A Campus Prerogative; Not For SUNY System To Accept Or Reject	VIII Deferred Indefinitely, Or Rejected
I. Economic Development								
1. ...encourage regional groupings of SUNY units to build their capacities for strategic planning. The strategic planning initiatives could take the form of "Strategic Planning Institutes" located on a selected campus in each region.								X
2. ...establish incentives that encourage selected disciplines to examine how their teaching and research can respond to the state's changing economy. Through these self-assessments, they should adopt research, hiring, and pedagogy to state needs.					X			
3. ...endeavor to strengthen international studies at all levels.	X							
4. [Seek to obtain] the resources to maintain their capabilities in advanced research. Significant investment in the university centers will be necessary.	X		X					
5. ...convene industry-government-university conferences around selected technological fields to plan for building or expanding SUNY centers of specialized technological capability — as recommended by the Policy Steering Committee of the Governor's Conference on Science and Engineering Education, Research, and Development.					X			
6. ...encourage faculties of liberal arts programs to assess how their programs teach students skills of critical inquiry, reasoning, judgment, and clear self-expression in speech and writing.	X							
7. ...survey current programs for educational upgrading and lifelong education within SUNY and identify innovative programs around the country ...provide incentives that encourage its units to adopt programs of lifelong learning identified through the survey or through SUNY regional strategic planning.					X		X	
8. ...strengthen and consolidate training activities around the state.				X				
9. ...foster the integration of apprenticeships and other on-the-job educational experiences with community college training.				X				
10. ...[Encourage] professional programs ... to undertake statewide self-assessments [and to] identify priorities for directing research, scholarship, and education toward serving the state's needs.					X			
11. ...take advantage of [SUNY] health care expertise to find means of controlling costs, increasing accessibility, and enhancing quality in the health care system.		X						
12. ...continue and strengthen [SUNY systemwide] efforts to remove obstacles to the participation of women, minorities, and economically disadvantaged students in higher education.	X		X					
13. ...review and refine [SUNY] programs directed at entrepreneurship and small business, especially by creating closer links among education, research, training, and outreach programs.	X	X						

	I Already SUNY Policy and/or Practice	II Accepted Essentially As Recommended	III Accepted Generically: i.e., Common to All State Needs	IV Accepted With Modifications or Qualifications	V Accepted in Principle But Systemwide Action Deferred Pending Resources or Time to Commit	VI Accepted In Principle But Up To Individual Campuses To Implement	VII A Campus Prerogative; Not For SUNY System To Accept Or Reject	VIII Deferred Indefinitely, Or Rejected
14. ...establish a comprehensive database and published directory of training programs, advisory services, public service activities, and technology-transfer services.			X		X			
15. ...strengthen [SUNY's] lines of authority and accountability in regional economic development initiatives. SUNY units serving New York City should engage in economic development initiatives cooperatively with the City University of New York.					X			
II. Environmental Conservation								
1. ...appoint a SUNY Environmental Coordinating Core Group comprised of the directors or representatives of centers and institutes dealing with environmental issues, the President of the College of Environmental Science and Forestry, and key persons from selected campuses.		X						
2. ...create and initially host a New York Council on the Environment. Membership on the Council would be comprised of interested faculty or staff from SUNY and CUNY institutions, private research universities within New York, participating government agencies and nongovernmental organizations involved with the environment.				X				
3. [Through] the New York Council on the Environment [and] appropriate partners, conduct long-term environmental assessments.				X				
4. The Coordinating Group [should] work with other organizations to develop a strategy for implementation and keeping current a geographic specific environmental database that would allow all public agencies to easily access this information.			X					
5. ...designate a lead campus to develop a network among SUNY units involved in research in environmental mediation and policy decision making.				X				
6. ...develop, along with appropriate state agencies, a fellows program which encourages interchange of faculty and staff among SUNY and public agencies and industry, with personnel moving in both directions.			X					
7. [Explore and enhance] formal cooperative education programs with local/state agencies and non-profit environmental organizations so that more SUNY students could be introduced to the realities and complexities of environmental conservation in the state.						X		
8. ...develop an introductory course in environmental issues and management.				X				
9 ...take advantage of mechanisms that already exist to communicate environmental issues.	X							
10. ...identify access points to [SUNY] specialists by publishing a roster of its organizations with a focus on environmental issues.			X		X			

	I	II	III	IV	V	VI	VII	VIII
	Already SUNY Policy and/or Practice	Accepted Essentially As Recommended	Accepted Generically; i.e., Common to All State Needs	Accepted With Modifications or Qualifications	Accepted in Principle But Systemwide Action Deferred Pending Resources or Time to Commit	Accepted In Principle But Up To Individual Campuses To Implement	A Campus Prerogative; Not For SUNY System To Accept Or Reject	Deferred Indefinitely, Or Rejected
11. [Identify and fund faculty positions] on selected campuses ... to serve as links between SUNY resources, county and regional extension specialists, state agencies, and citizen groups.					X			
12. ...reemphasize the role of public service, extension, and continuing education in promotion and continuing appointments within SUNY.			X					
III. Health								
1. Take full advantage of SUNY's extensive statewide presence in designing and implementing strategies to improve the health status of New York residents through education, research, and service.		X						
2. Heighten the commitment to excellence within all SUNY health science schools and programs.		X						
3. Position SUNY to play a leadership role in the health affairs of New York State and the nation.		X						
4. Adopt health promotion and disease prevention as a central mission throughout SUNY.						X		
5. Increase the effectiveness of SUNY's health-related educational, research and service programs in meeting the special needs of New York State's underrepresented populations.	X	X						
6. Enhance SUNY's ability to address New York State's health workforce needs.	X	X						
7. Increase the number of physicians, dentists, nurses, pharmacists, optometrists and allied health professionals from underrepresented populations (African-American, Latino, and Native American) in New York State.	X							
8. Help redress the geographic and specialty maldistribution of health care professionals practicing in New York State.	X	X						
9. Prepare future leaders for the health professions.	X	X						
10. Increase the number of generalist physicians practicing in the State of New York.		X						
11. Enhance the ability of New York State's nurse work force to meet the increasingly complex demands of modern health care.	X	X						
12. Increase the number of allied health professionals and nurses in New York State who work in fields now in short supply and practice as primary care providers.					X			
13. Foster career advancement for nurses and allied health professionals working in New York State.		X						
14. Enhance SUNY's ability to contribute important new knowledge and to advance technology in the health sciences.		X						
15. Optimize the ability of SUNY's health-related programs and facilities to provide needed services to the citizens of New York State.		X						

60

	I	II	III	IV	V	VI	VII	VIII
	Already SUNY Policy and/or Practice	Accepted Essentially As Recommended	Accepted Generically; i.e., Common to All State Needs	Accepted With Modifications or Qualifications	Accepted in Principle But Systemwide Action Deferred Pending Resources or Time to Commit	Accepted In Principle But Up To Individual Campuses To Implement	A Campus Prerogative; Not For SUNY System To Accept Or Reject	Deferred Indefinitely, Or Rejected
IV. Public Elementary and Secondary Education								
1. ...identify how students can better prepare for success in college and communicate those needs more effectively and much earlier to prospective students and their parents.		X						
2. ...raise the standards for the knowledge and skills expected of beginning college students and ... collaborate with local schools to reduce the need for remediation in the college years.		X						
3. ...make available to high school students college-level courses which would provide both college credit and satisfaction of secondary requirements.					X			
4. ...support efforts to introduce new assessment systems throughout K-12 in New York State that emphasize problem-solving and higher-level thinking skills rather than focusing predominantly on knowledge-recall and lower-level skills.		X						
5. ...work with the Commissioner of Education to help restore funding to the Regents Scholarship program, to provide an increase in TAP funds, and to develop a legislative proposal for tuition funding support for students willing to engage in public service as repayment.				X				
6. In collaboration with the State Education Department and the statewide Teacher Centers ... seek funding for a ten-year experimental program to establish four experimental professional development schools across New York State.								X
7. ...seek funding for a program of Chancellor's Grants for School and Community Improvement to contribute the university's research, teaching, and service resources to the improvement of current practice and student achievement in K-12 public education.					X			
8. In collaboration with the State Education Department ... seek funding for a program to establish several Institutes for Postsecondary Pedagogy across New York State, with at least one located at a SUNY University Center and another at a SUNY University College.					X			
9. ...encourage all campuses to reexamine their appointment and promotion criteria to ensure that adequate attention is given to effort and accomplishments within a broader form of scholarship that encompasses teaching and service as well as traditionally recognized research and creative activities.			X					
10. [For] each campus that prepares teachers or school administrators, whether in pre-service or in-service programs ... ensure that multicultural perspectives are infused into all curricula and that effective collaboration between schools of education and liberal arts takes place so that the perspectives of future teachers and administrators matriculated in these programs are broadened.	X		X					

	I	II	III	IV	V	VI	VII	VIII
	Already SUNY Policy and/or Practice	Accepted Essentially As Recommended	Accepted Generically; i.e., Common to All State Needs	Accepted With Modifications or Qualifications	Accepted in Principle But Systemwide Action Deferred Pending Resources or Time to Commit	Accepted In Principle But Up To Individual Campuses To Implement	A Campus Prerogative; Not For SUNY System To Accept Or Reject	Deferred Indefinitely, Or Rejected
11. ...provide opportunities for multiple entry points and alternative approaches to training elementary and secondary teachers at both undergraduate and graduate levels.		X						
V. Social Services								
1. Create *"Linkage Institutes for Applied Social Service Research"* as mechanisms for sharing knowledge on an ongoing basis across social service agencies and between agency officials and SUNY faculty and staff to achieve the twin goals of enhanced collaboration and improved program performance.				X				
2. [With] New York State, ... create a sabbatical exchange program which includes faculty taking sabbaticals in state agencies and state agency officials taking sabbaticals at SUNY campuses.			X					
3. Make internal changes [in the] ... criteria for the hiring, promotion, and tenure of ... faculty to support and affirm the value of faculty and staff collaboration with New York State government on social services issues.			X					
4. ...take the lead in creating a cross-agency database, building on the existing databases of social service and related state agencies.			X					
5. [Make] greater use ... of distance learning technology, such as teleconferencing, computer-based training, and bulletin boards, to create the opportunities for networking among the many individuals and organizations that could contribute to solving the state's social problems.		X	X					

State University of New York buys recycled paper with at least 10 percent post-consumer waste and makes every effort to produce its publications in a resource-efficient manner.

Design and Printing: State University of New York Office of University Relations.

The Office of the Chancellor
State University of New York
State University Plaza, 12th Floor
Albany, New York 12246
(518) 443-5355